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AUTHOR Pashiardis, Petros
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ABSTRACT

This study examined organizational climate at the University of Cyprus 4 years after its establishment in order to obtain the perceptions of employees and promote more open and constructive communication among faculty, clerical and professional staff, and the university leadership. The Personal Assessment of the University Climate Survey was administered and completed by 150 college employees, 131 full-time faculty and 72 administrators. The method of "gap analysis" was used to find the areas with most need for improvement. The study found that the greatest needs were: (1) wider dissemination of information across the institution; (2) more effective interaction of the leadership with faculty and administrative personnel; (3) more use of group problem solving methods and techniques across and within departments and administrative services; and (4) more need for feedback on their work from both faculty and administrative staff. Evidence that organizational climate exerts a significant effect on organizational performance suggests urgency in addressing these areas of need. (Contains 47 references.) (DB)

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Towards effectiveness: Campus climate at the University of Cyprus

Petros Pashiardis
Associate Professor of Educational Administration

Department of Education
University of Cyprus
P.O.Box 537
CY 1678 Nicosia
Cyprus

Tel. number (+357-2) 366186
FAX number (+357-2) 366741
e.mail address: **edpetros@zeus.cc.ucy.ac.cy**

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Jean Endo
Editor
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Abstract

This is a study on the climate which exists in a university setting. Organizational climate has been defined as the collective personality of a college. The University of Cyprus, being a young institution wanted to find out the kind of climate which exists four years after it was established. The Personal Assessment of the University Climate Survey was used. The purpose of the survey was to obtain the perceptions of employees concerning the university climate and to promote more open and constructive communication among faculty, clerical and professional staff, and the university leadership. The method of "gap analysis" was used to find the following areas with most need for improvement: (1) Wider dissemination of information across the institution. (2) More effective interaction of the leadership with faculty and administrative personnel. (3) More use of group problem-solving methods and techniques across and within departments and administrative services. (4) More need for feedback on their work from both faculty and administrative staff.

INTRODUCTION

Organizational climate has been defined as the collective personality of a university, college or enterprise. It has also been described as the atmosphere which is created by the social and professional interactions of the individuals of the college. As stated by Sargeant (1967), "Climate may be pictured as a personality sketch of a school. As personality describes an individual so climate defines the essence of an institution..." (p. 3). Moreover, the organizational climate of a university affects the overall atmosphere of a particular institution to such an extent that one can sense the climate present in the university or college almost immediately upon entering the building (Roueche and Baker, 1986).

Several implications serve to underline the paramount importance of organizational climate in the university setting. These implications include the following: the kind of climate that exists sets the tone for the university's approach in meeting stated goals and resolving problems; effective communication necessitates a climate of trust, mutual respect, and clarity of function; climate serves as an important determinant of attitudes toward continuous personal growth and development; climate conditions the setting for creativity and the generation of new ideas and program improvements.

In a direct way, the university climate serves a crucial role in determining "what the institution is and what it might become" (Norton, 1984, p. 43). In general, "climate" is to an organization what "personality" is to an individual (Roueche and Baker, 1986).

The above definitions and statements underline the great importance of organizational climate to an institution. Therefore, one could list numerous reasons for studying organizational climate. Firstly, there is evidence of a relationship between climate and other organizational variables, such as job satisfaction; job performance; group communication; leadership structure; and organizational commitment as well as organizational performance (Ansari, 1980; Joyce and Slocum, 1982). Secondly, knowing the organization's climate is considered useful for organizational development efforts. Thirdly, organizational climate has been found to influence the motivation and behaviors of individuals (Likert, 1967; Roueche and Baker, 1986; Schneider and Snyder, 1975).

A positive university climate goes beyond safety and orderliness. A healthy university climate creates the context where teaching and learning are emphasized and rewarded. Faculty believe it is their responsibility to teach all students and consequently to be rewarded for academic research efforts, professional growth, and teaching accomplishments. Students should be rewarded for academic efforts and accomplishments. Most certainly, in an institutional climate conducive to learning and research there is a spirit of collegiality and collaboration among the staff and between the staff and the administration in reaching the goals of the institution (Sergiovanni, 1990). Specifically, all personnel work cooperatively in planning and coordinating the university's programs as well as in implementing new learning techniques and initiating research projects. When a problem arises, faculty, administrative staff and the leadership use participative techniques of shared decision making in deciding about new solutions and ideas that will be utilized (Hoy and Miskel, 1991).

In conclusion, organizational climate refers to those characteristics that distinguish one organization from other organizations and that influence the behavior of the people involved in the organizations. Subsequently, the organizational climate in universities is a relatively enduring quality of the university climate that is experienced by participants (administrators, faculty, students), affects their behavior, and is based on the collective perceptions of behaviors of all the people involved in the university.

Furthermore, the methods used by various levels of management will influence the climate which exists within an organization. The importance of these methods as determiners of productivity and the degree of satisfaction that employees receive from the performance of their jobs has been well recognized in the research literature. In spite of the fact that leadership has been studied for many years in a variety of work settings, there is no one theory of leadership that is universally accepted. The focus of the present study however, illustrates the value of delegating and empowering others within the organization through an effective "transformational" leadership style (Tichy and Devanna, 1986; Bennis and Nanus, 1985).

Using a scientific management development approach, Likert (1967) identified four

management systems ranging from "Exploitative Authoritative" (System 1) to "Participative Group" (System 4). System 1 represents a structured, task-oriented, and highly authoritative leadership management style based on the notion that followers are inherently lazy and that, to make them productive, the manager must "keep after them" constantly (see also McGregor's Theory X and Y). In contrast, System 4 is characterized by a leadership style which is relationship or person-oriented, mutually trusting, and one in which the administrator has complete confidence in the followers. This style is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control since people have a basic need to achieve and be productive. This is particularly descriptive of those who work in a university environment.

Likert and his associates found that System 4, a supportive and participative approach, generally produced better results in terms of productivity, costs, absenteeism, and turnover. System 4 also produced a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors.

RESEARCH METHODOLOGY

The Survey Instrument

The Personal Assessment of the University Climate Survey (PAUCS) developed by the author (based on his previous work with George Baker of the University of North Carolina at Chapel Hill) was adapted to suit the specific situation currently existing at the University of Cyprus¹ (UCy). Furthermore, respondents were invited to submit written comments regarding ways in which particular sections of the instrument might be altered to elicit more comprehensive, accurate information.

Two forms of the survey were used, one for the full-time faculty and the other for administrative staff (see Table 2 for a detailed account of the instrument items). The

¹ The University of Cyprus is a fairly young institution. It was created by law 144/89 enacted by the Cyprus House of Representatives in 1989 and accepted its first students in 1992. It now has a total of about 2100 students, 131 faculty members and 110 administrative staff.

questions on the two forms were identical in terms of the content areas measured but were worded differently. For example, faculty were asked questions regarding the "teaching-learning process", whereas the administrative staff responded to questions about their "job performance."

The PAUCS was divided into six sections or categories. These categories were: Formal Influence, Communication, Collaboration, Organizational Structure, Job Satisfaction, and Student Focus. A total of 48 climate items were included in the 53-question survey instrument (the other 5 items referred to the respondent's gender, age, length of service and position held at the university). Respondents were asked to rate these six climate sections on a five-point scale from a low of "1" to a high of "5" for each item throughout the instrument. For each item there were two scales. One for what "IS" and one for what "SHOULD BE". The "IS" category represented the situation which currently exists at the UCy, as perceived by the respondents (i.e., the way things **are**). The "SHOULD BE" category represented the respondents' wishes about what they would like the situation to be (i.e., the way things **should** be). The gap between the what "IS" and the "SHOULD BE" indicated the magnitude of the need in a particular area. In this way, the areas in need of improvement could be ranked in order of priority, thereby assisting in the climate improvement process. The instrument itself has a high reliability coefficient (Cronbach's $\alpha = .92$). No tests of significance between groups were conducted.

Procedures/Data Collection

The PAUCS was administered and completed by 150 employees at the UCy in January, 1996. Seventy-eight of 131 full-time faculty and 72 of 110 administrative personnel surveys were collected for analysis. The purpose of the survey was to obtain the perceptions of employees concerning the university climate in an effort to promote more open and constructive communication among faculty, administrative staff, and university administration and, in general, in an effort to improve the overall climate at the university.

Data Analysis

Survey responses were entered into a Macintosh computer, using the "SPSS for the Macintosh" software. Analyses were conducted using primarily means, standard deviations and frequencies. The method of "gap analysis" was used to find the areas with most need for improvement as follows: The two means for each one of the statements of the questionnaire were subtracted from each other; the greater the difference (i.e., the larger the gap) the more need for improvement there was. The following five research questions were explored using the data generated from the items asked in the climate instrument:

1. How representative was the survey sample when compared to the possible response of rate of those employed at the UCy?
2. How do personnel employed at the UCy perceive the overall university climate?
3. Are there differences in perception of the university climate among the two groups of personnel (i.e., full-time faculty and administrative staff)?
4. Are there differences in perception of the university climate in relationship to the length of service at the UCy?
5. What recommendations for change and improvement can be made based on the results of the climate survey?

RESULTS AND DISCUSSION

Each of the research questions is answered below in the order in which it was listed in the previous section. Graphic representations of the results have been prepared to provide the reader with the greatest possible information. Thus, the reader may need only to refer to the graphics in order to get an in-depth picture of the results. The narrative following each question serves simply to describe and elaborate on the information conveyed by each graphic.

Question #1: How representative was the survey sample when compared to the possible response rate of those employed at the UCy?

A total of 150 out of 242 or 62 per cent of university personnel (exclusive of part-time faculty and other teaching staff) completed the Personal Assessment of the

University Climate Survey. This return rate indicated both university-wide interest in the project and an effective and efficient survey distribution and collection system. Figure 1 shows respondents broken down by personnel classification, whereas Table 1 compares the proportion of respondents to the university employee populations they represent.

FIGURE 1
PROPORTION OF TOTAL RESPONSES BY PERSONNEL
CLASSIFICATION

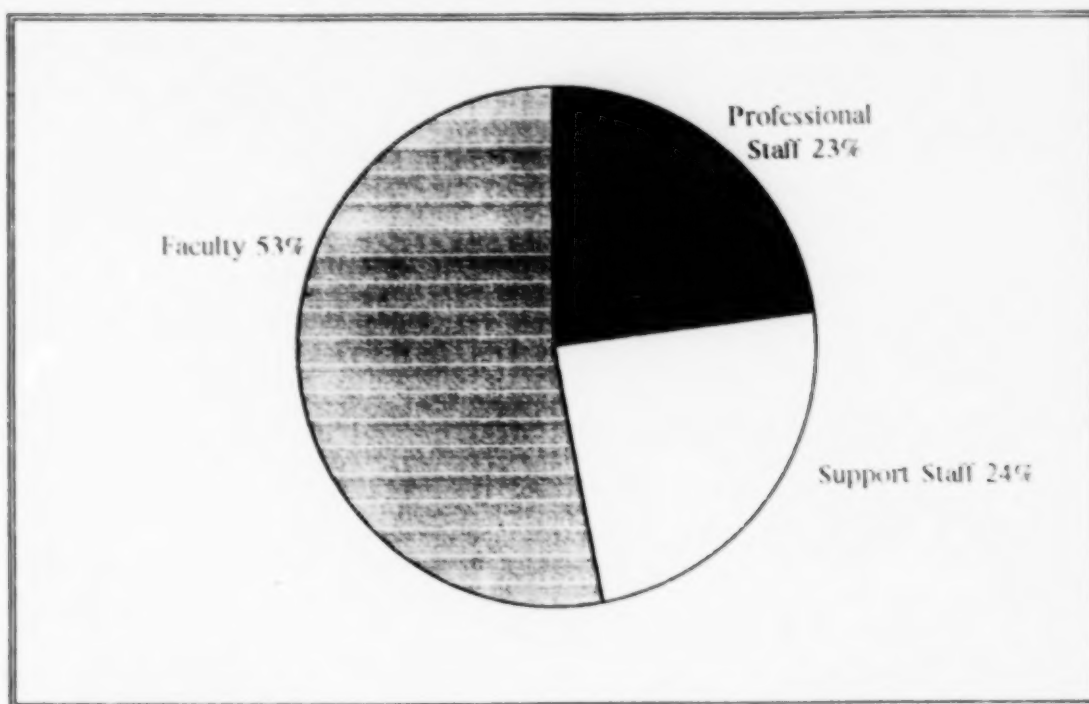


TABLE 1
REPRESENTATIVENESS OF SAMPLE

PERSONNEL CLASSIFICATION

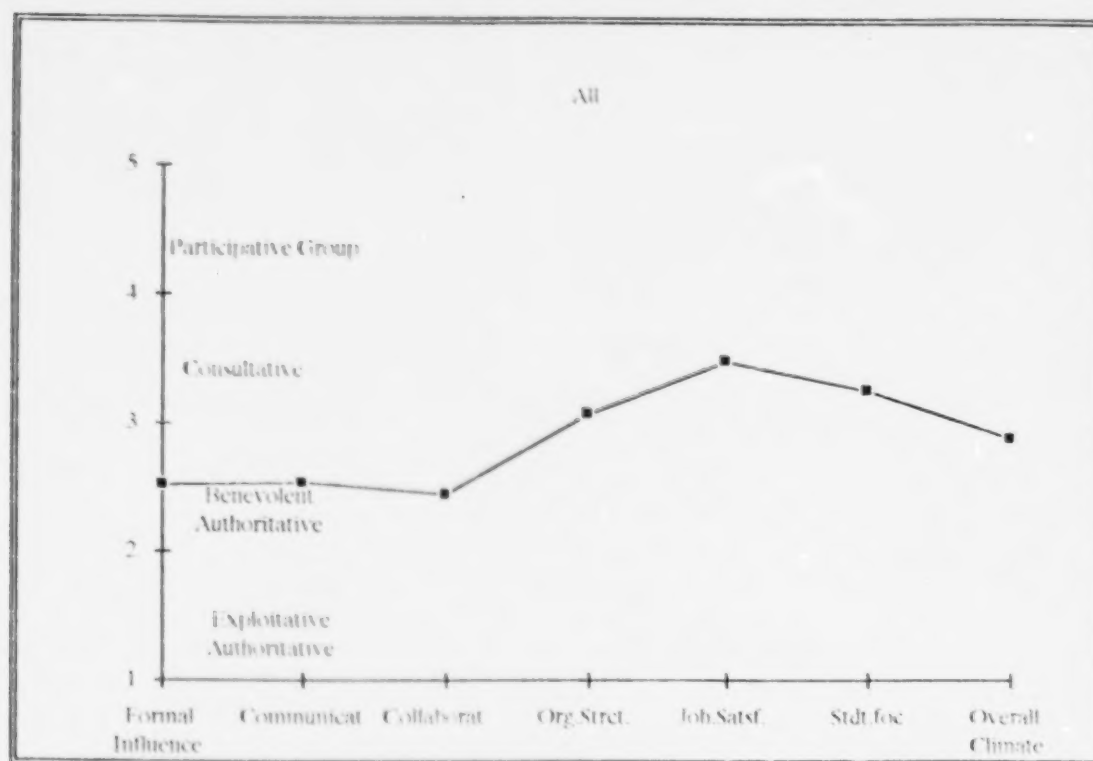
	EMPLOYED AT UNIVERSITY		RESPONDENTS	
	NO.		NO.	%
F/T Faculty	132		78	60
Administrative Staff (Professional and Support Staff)	110		72	66
Total	242		150	62

Question #2: How do personnel employed at the UCy perceive the overall university climate?

The results from the PAUCS indicated that university personnel perceive the composite climate at the UCy to lie between a System 2 (Benevolent Authoritative) and a System 3 (consultative) management style (Likert, 1967). As discussed earlier, the scale range (1 to 5) included four systems of management system defined by Likert and adapted by Baker and Pashiardis in their previous in-depth case studies of other colleges in the USA. The four systems are: System 1 (Exploitative Authoritative), System 2 (Benevolent Authoritative), System 3 (Consultative), and System 4 (Participative Group). According to Likert and others, the participative management style is related to greater productivity, group decision-making, and the establishment of higher performance goals when compared to the other three styles.

As indicated in Figure 2, the Job Satisfaction climate factor received the highest composite rating (3.48), which represented a solid System 3 or Consultative management style. The Collaboration climate factor received the lowest rating (2.45) around the middle of the System 2 or Benevolent Authoritative management style. All six composite averages, computed by combining the ratings of both personnel groups, rated the management style between System 2 (Benevolent Authoritative) and System 3 (Consultative).

FIGURE 2
UNIVERSITY CLIMATE AS RATED BY BOTH EMPLOYEE GROUPS
COMBINED USING COMPOSITE AVERAGES



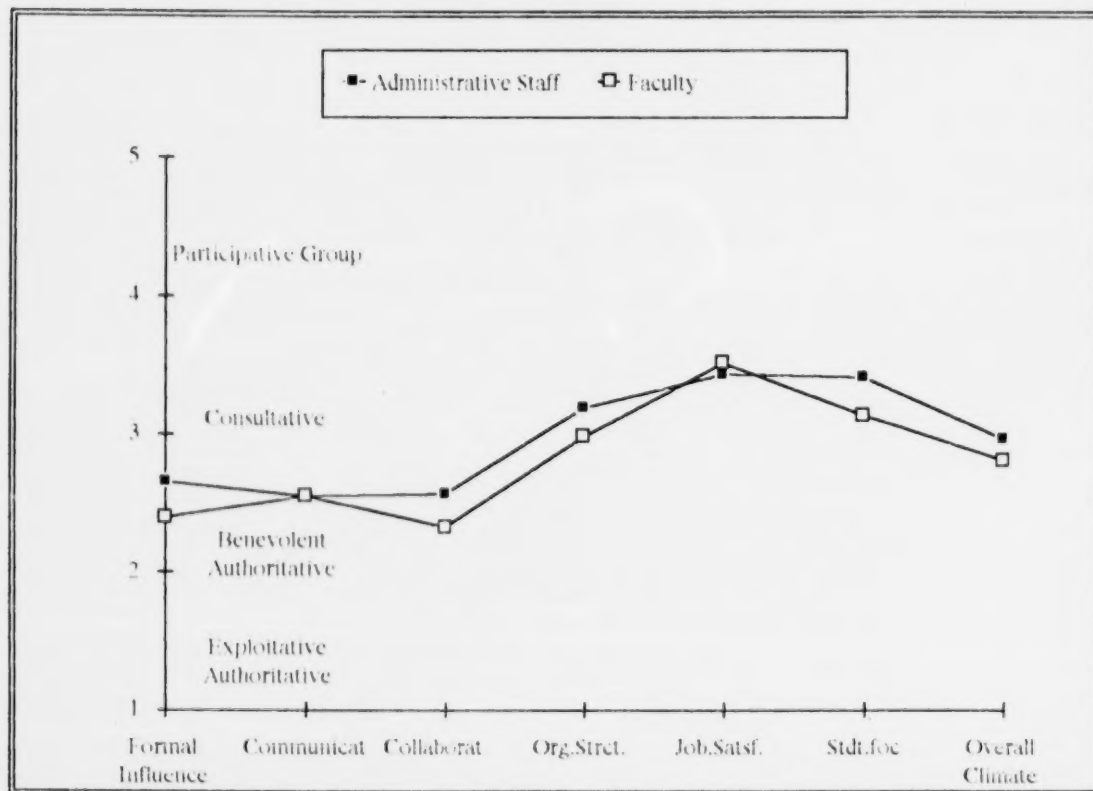
Group Average 2.52 2.55 2.45 3.09 3.48 3.27 2.89

Question #3: Are there differences in perception of the university climate between the two groups of personnel (i.e., full-time faculty and administrative staff)?

Figure 3 reports composite results according to the six climate categories on all forty-eight items for the two employee groups. In general, faculty rated only the Job Satisfaction category higher (3.52) when compared with the rating given by the administrative staff. Communication was rated exactly the same by both groups of employees. All other categories (Formal Influence, Collaboration, Organizational Structure, and Student Focus) were rated higher by the administrative staff. This result is in accordance to other research findings that indicate administrative staff had a slight but consistently higher perception of the organizational climate within the college/university than faculty did (Hartnett and Centra, 1974; Stern, 1966). Furthermore, Figure 3 reports

the overall climate rating for each of the two employee groups. As a group, full-time faculty provided the lowest ratings on almost all of the six factors.

FIGURE 3
AVERAGE CLIMATE PROFILE SCORES AS RATED BY
TWO GROUPS OF EMPLOYEES



Administrative							
Staff	2.65	2.55	2.57	3.20	3.44	3.41	2.97
Faculty	2.40	2.56	2.33	2.98	3.52	3.14	2.82

Table 2 reports the mean response of all employees for each of the 48 items contained in the survey instrument. It shows what the employees of the UCy perceive the present climate to be (IS) and what the difference is (DF) from what the climate should be (SB). In reviewing each of the items separately, we find that about half (26 items) of the 48 composite ratings fell between a System 2 management style (e.g., a rating of 2.0 or more) and the System 3 management style. The four lowest rated items (within System 1, Exploitative Authoritative) were: (#37) The opportunity for

advancement in this organization (2.02), (#7) The quality of leader and follower interaction (1.96), (#12) The extent to which information is shared (1.95), and (#22) The use of group problem solving across the university (1.92).

The preponderance of System 2 scores indicates that the university has a low to medium level of productivity and satisfaction. Overall results of the survey yielded a not so healthy university climate (2.89). Figures 4, 5 and 6, show the ratings of each employee group for each of the 48 climate items as well as the general ratings for all. Specifically, Figure 4 portrays the data from Table 2 in graphic form for all 48 questionnaire items. Tables 3, 4 and 5 indicate the top twelve priorities for change as exhibited in the previous figures. It is interesting to note that university-wide (and faculty and administrative staff separately) areas needing to change lie within the first three areas of the instrument, i.e., Formal Influence, Communication and Collaboration. This result is in accordance to most of the climate studies conducted by Baker and Pashiardis in the USA between 1989 and 1992. There is an abundance of evidence indicating that the biggest organizational problems for colleges and universities are Communication and Collaboration problems. This is a clear indication for tertiary institutions as to which direction they should move in order to improve organizational climate and, thus, effectiveness. It is also interesting to note that item #28 (The number of different tasks that I do) got a negative rating which indicates that there is a lot of differentiation on the tasks an individual is expected to perform within the institution and that such differentiation is not desirable. This is probably true for the UCy because, being a new institution, there is a lot that needs to be done (rules, regulations, committee work, introduction of new programs) and, therefore, all staff (both faculty and administrative staff) are involved in several different type of tasks at one point in time.

TABLE 2
COMPILED COMPARATIVE MEAN RESPONSES TO 48-ITEM SURVEY
FOR ALL PERSONNEL

	IS	SB	DF
Formal Influence			
1. The information on the university mission	3.09	4.66	1.57
2. Confidence in my work as expressed by my leaders	3.34	4.71	1.37
3. The quality of guidance received regarding my work	2.29	4.62	1.73
4. Opportunities to be creative in my work	2.62	4.75	2.13
5. The extent to which my leaders emphasize my personal and professional development	2.23	4.55	2.32
6. The vision for the future provided by leaders.	2.41	4.47	2.06
7. The quality of leader and follower interaction	1.96	4.57	2.61
8. My motivation to perform work in the college	2.15	4.67	2.52
9. The emphasis on high task accomplishment at the university	2.65	4.77	2.12
Communication			
10. The quantity of information I receive in my work	2.77	4.58	1.81
11. The extent to which information is useful in my work	2.52	4.66	2.14
12. The extent to which information is shared.	1.95	4.60	2.65
13. The extent to which positive expectations are communicated	2.42	4.52	2.10
14. The clarity of outcomes to be achieved.	2.48	4.58	2.10
15. The clarity of written guidelines used in my work	2.37	4.43	2.06
16. The quality of verbal communication with leaders	3.10	4.71	1.61
17. The quality of written communication with leaders	2.83	4.43	1.60
Collaboration			
18. The opportunity to work jointly with others	2.58	4.50	1.92
19. The spirit of cooperation within my unit	2.85	4.90	2.05
20. The spirit of cooperation across different units of the university	2.22	4.72	2.50
21. The use of group problem solving employed in my unit	2.47	4.59	2.12
22. The use of group problem solving across the university	1.92	4.47	2.55
23. The extent to which various university personnel interact with the community	2.69	4.33	1.64
24. The extent to which my ideas are utilized	2.59	4.32	1.73
25. The extent to which I feel rewarded for my efforts	2.27	4.59	2.32

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	IS	SB	DF
Organizational Structure			
26. The extent to which policies and procedures guide my work	2.76	3.98	1.22
27. The quality of feedback that I receive in my work	2.20	4.45	2.25
28. The number of different tasks that I do	3.74	2.87	1.87
29. The ability to set my own work schedule	3.06	4.67	1.61
30. The appreciation for my work as shown by colleagues	3.20	4.44	1.24
31. The degree of accuracy demanded in my work	4.09	4.72	0.63
32. The extent to which decisions are made at the appropriate level of the organization	2.62	4.35	1.73

Job Satisfaction

33. The extent to which accuracy is expected in my job	3.62	4.52	0.90
34. The extent to which special skills are required in my job	3.98	4.41	0.43
35. The overall importance of my job to the mission of the university	3.99	4.89	0.90
36. The extent to which I am responsible for important work	4.04	4.39	0.35
37. The opportunity for advancement in this organization	2.02	4.66	2.64
38. The quality of my relationship with colleagues in this organization	3.08	4.73	1.65
39. The extent to which I find my overall job motivating	3.63	4.88	1.25

Student Focus

40. The extent to which students needs are central to what we do	3.47	4.48	1.01
41. The quality of education received by students	3.35	4.79	1.44
42. The effectiveness and efficiency of teaching staff	3.53	4.62	1.09
43. The quality of administrative services	3.32	4.83	1.51
44. The quality of student services	3.47	4.70	1.23
45. The quality of career development of students	3.15	4.68	1.53
46. The quality of student personal development	3.18	4.62	1.44
47. The extent to which students feel comfortable in the university environment	3.31	4.66	1.35
48. My perception of student satisfaction with their total education experience	3.04	4.60	1.56

FIGURE 4
All Personnel Compiled Mean Responses- 48 Items

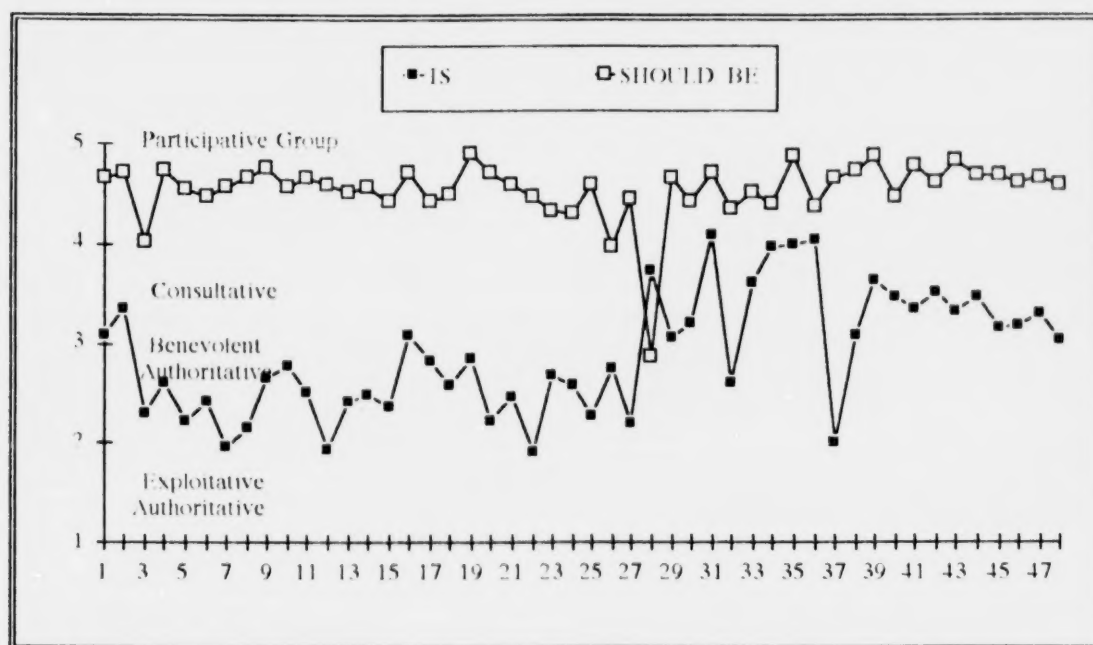


TABLE 3
PROFILE OF THE UNIVERSITY CLIMATE
UNIVERSITY-WIDE PRIORITIES FOR CHANGE

PRIORITY	ITEM #	AREA TO CHANGE
1	12	Information sharing across the University
2	37	Opportunities for advancement
3	7	Quality of Leader/follower interaction
4	22	Use of group problem-solving across college
5	8	Motivation to do my job
6	20	Cooperation among University Depts
7	25	Feeling rewarded for my efforts
8	5	Extent that my supervisor gives emphasis for my personal and professional growth
9	27	Qty of feedback
10	11	Extent of info available usefulness
11	4	Opportunities to be creative
12	21	Use of group problem-solving in my unit

Note: Five of the items listed in this table (#12, #7, #22, #8, and #27) are the ones identified as priorities for change from both employee groups.

FIGURE 5
Faculty Compiled Mean Responses-48 Items

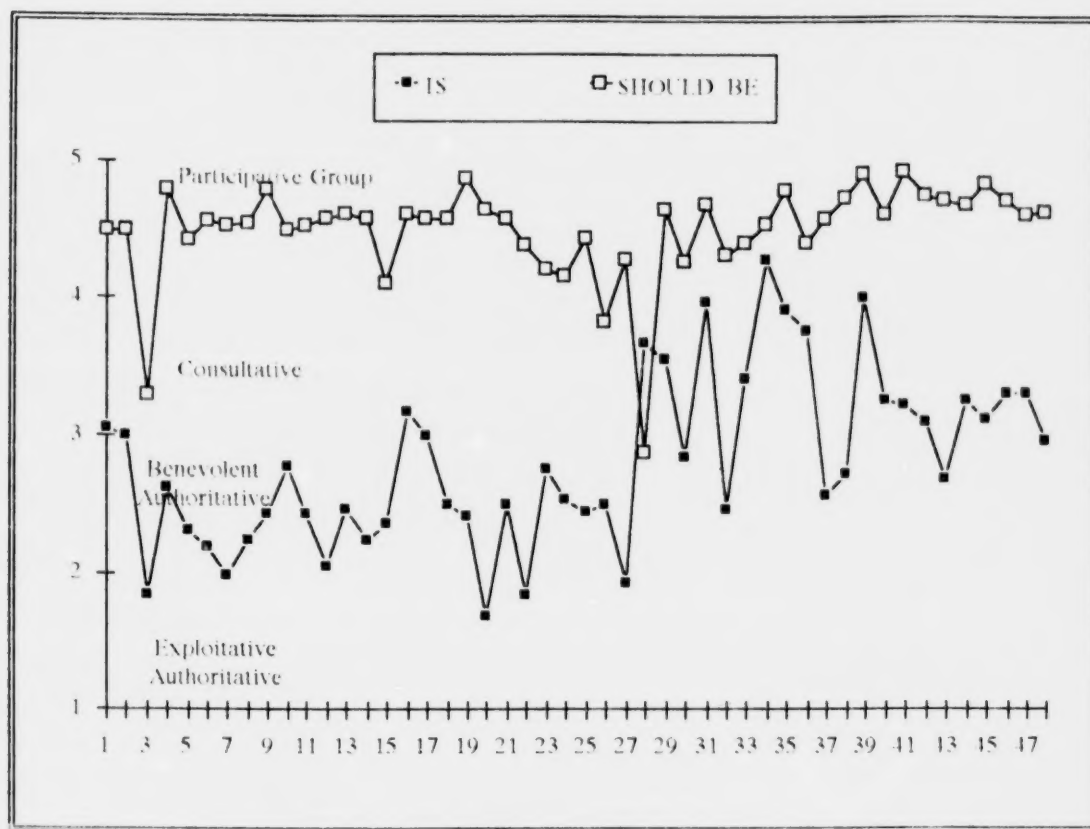


TABLE 4
PROFILE OF THE UNIVERSITY CLIMATE
FACULTY PRIORITIES FOR CHANGE

PRIORITY	ITEM #	AREA TO CHANGE
1	20	Cooperation among University Depts
2	7	Quality of Leader/follower interaction
3	22	Use of group problem-solving across the University
4	12	Information sharing across University
5	19	Cooperation within my Deptmt.
6	6	Vision as presented by Univ. Leadership
7	27	Qty of feedback for my work
8	9	Emphasis on top level work at Univ.
9	14	Clarity of outcomes to be achieved
10	8	Motivation to do my job
11	4	Opportunities to be creative
12	13	Expectations of the Dept. Leadership are known

FIGURE 6
Administrative Staff Compiled Mean Responses-48 Items

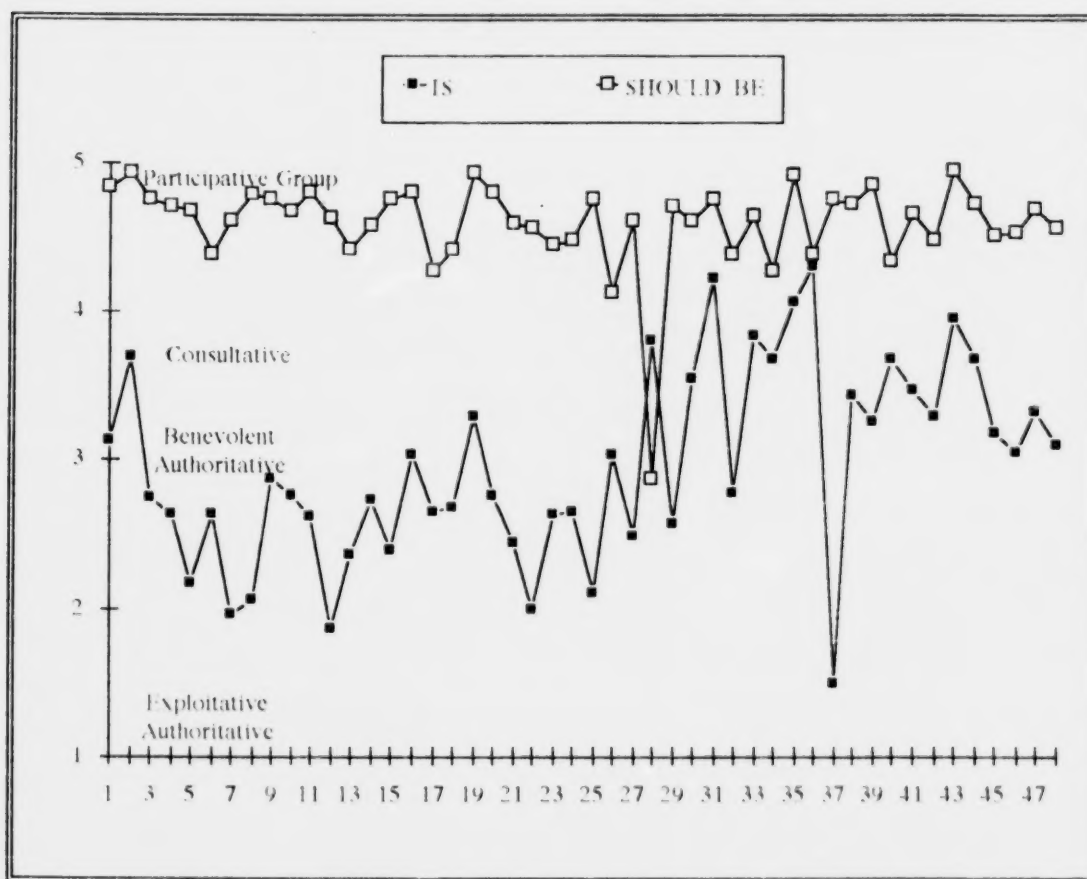


TABLE 5
PROFILE OF THE UNIVERSITY CLIMATE
ADMINISTRATIVE STAFF PRIORITIES FOR CHANGE

PRIORITY	ITEM#	AREA TO CHANGE
1	37	Opportunities for career advancement
2	12	Information sharing across the University
3	8	Motivation to do my job
4	7	Quality of Leader/follower interaction
5	25	Feeling rewarded for my efforts
6	22	Use of group problem-solving across university
7	5	Extent that my supervisor gives emphasis for my personal and professional growth
8	15	Clarity of written guidelines used in my work
9	11	Extent of info available usefulness
10	21	Use of group problem-solving within my unit
11	27	Qty of feedback for my work
12	29	Freedom to arrange own work program

Question #4: Are there differences in perception of the university climate in relationship to the length of service at the UCy?

The data generated from this question are presented in Tables 6 and 7. When the composite climate averages of each of the instrument's six sections were compared to length of service on the (IS) some interesting comparisons arouse. For example, as can be seen in Table 6, the more years of service faculty members have, the more improvement there is in terms of the university climate as perceived by them in four out of the six factors (Formal Influence, Communication, Job Satisfaction, and Student Focus). On the contrary, the perception of Collaboration and Organizational Structure get slightly worse as faculty have more years of service at the university.

TABLE 6
PROFILE OF PRESENT UNIVERSITY CLIMATE (IS)
LENGTH OF SERVICE (YEARS) AT THE UCy
Faculty

Service	INF	COM	COL	ORG	JOB	STU	MEAN
0 - 1	2.44	2.37	2.46*	3.00*	3.00	2.71	2.66
2 - 4	2.30	2.49	2.16	2.96	3.58	3.09	2.76
4+	2.53*	2.65*	2.37	2.94	3.77*	3.57*	2.97*
MEAN	2.42	2.50	2.33	2.96	3.45	3.12	2.79

* Highest Group Score

Almost the contrary is happening with the administrative staff (see Table 7). The climate perception is almost around 3.00 on the 5-point scale on five of the six questionnaire sections when administrative staff enter the university, and things get worse as administrative staff spends more years at the institution. The only section that seems to be getting better as the years of service increase is collaboration among staff, something which is very encouraging. Apparently, staff get to know each other on the job and collaborate as they work together or as they are united by common anxieties and dissatisfaction. What is alarming is that administrative staff feel that things get worse in the areas of Formal Influence, Communication, Organizational Structure, and Job Satisfaction.

In general, the faculty's perception of the university climate gets slightly better the longer they stay at the university (although still in the area of 3.00) whereas the

administrative staff's perception gets slightly worse (in the area of 2.80) as they stay longer at the university.

TABLE 7
PROFILE OF PRESENT UNIVERSITY CLIMATE (IS)
LENGTH OF SERVICE (YEARS) AT THE UCy
Administrative Staff

Service	INF	COM	COL	ORG	JOB	STU	MEAN
0 - 1	2.72*	2.96*	2.18	3.39*	3.39	3.30	2.99*
2 - 4	2.66	2.56	2.57	3.19	3.46*	3.43*	2.97
4+	2.58	2.28	2.73*	3.10	3.18	3.19	2.84
MEAN	2.65	2.60	2.49	3.22	3.34	3.30	2.93

* Highest Group Score

Question #5: What recommendations for change and improvement can be made based on the results of the climate survey?

One of the primary purposes of the Personal Assessment of the University Climate Survey was to provide recommendations for change in an effort to improve the university climate. To accomplish this goal, a "priority index score" was computed for each of the 48 climate items. This score entailed calculating the difference between the average rating for each item on the "IS" scale and the average "ideal" rating for each item "SB". In this way, important areas needing improvement could be identified and prioritized. One way to think about these scores is to see the "priority index scores" as measures of the extent to which individuals and groups can be motivated through leadership to improve performance within the university. Thus, in a sense, the gap between the scores on "WHAT IS" and "WHAT SHOULD BE" of each item is the zone of acceptable change within the university. These priority indices were presented in Tables 3, 4 and 5 previously. The two employee groups identified five items that were common to both employee categories as needing most and, therefore, urgent improvement: These items are as follows:

- #12 Information sharing across University
- #7 Quality of Leader/follower interaction
- #22 Use of group problem-solving across University

#8 Motivation to do my job

#27 Qlty of feedback for my work

Moreover, three of the above mentioned items (#12, 7 and 22) received very low ratings and fall within the Exploitative Authoritative management system. It is, therefore, of particular importance that the UCy finds ways to address these needs in an urgent fashion. Thus, the following areas are in need of fast change:

1) The university leadership needs to find ways to disseminate information across the institution effectively and efficiently so that personnel get the feeling that they are informed on what is happening within the institution, especially in matters of general concern. Of course, in a new institution, such as the UCy is, this need is even more urgent since things change fast and even rules and regulations are instituted constantly as the university grows during the first years of its existence. This situation has been described by some faculty members at the university with such expressions as "moving sand" and "the situation is so fluid that it becomes slippery". Therefore, more efficient distribution of information will improve the campus climate and help alleviate some of the frustration that currently seems to exist.

2) It is also urgent that the leadership finds ways to more effectively interact with faculty and administrative personnel, thus, increasing the quality of this relationship which apparently is non-existent. There is need for more personal communication and a better human-relations approach to management on the part of the university leadership (primarily rector and vice rector as indicated by the written comments of the respondents). Becoming more visible around the campus and/or holding monthly general assemblies with the staff (faculty and administrative) is one way of doing that. Another way, is the publication of a bi-weekly newsletter from the university leadership where all most important university activities and facts are presented.

3) A third area needing attention is the one dealing with the use of group problem-solving methods and techniques across and within departments and administrative services. Apparently, there is a need for more group work and collaboration when trying to solve problems that involve different departments and administrative services.

Personnel indicate that they want to get involved in what affects them and their division. If there is greater involvement, people are bound to become more cohesive as a group and improve their feelings of ownership and acceptance. Also, the introduction of change through new rules and regulations will not be as fearsome as it might seem now.

4) There is also a perceived need for feedback on their work from both faculty and administrative staff. Albeit this fact may seem to be surprising, at first, especially coming from the faculty, we should not be so surprised. The UCy, being a young institution, still does not have clear directions for faculty as to how they will gain tenure or how their work is going to be evaluated. It is, therefore, quite normal to be in need of feedback about the quality of their work whether it is positive or negative feedback. At least, they will know how their work is regarded. The same (even to a greater extent) holds true for the administrative staff, who indicated that the greatest area in need of change for them is item #37 (Opportunities for career advancement in this institution). It is true that most administrative positions at the UCy are dead-end positions in terms of promotion. Therefore, some job-redesign needs to take place at the UCy so that administrative staff feel that their efforts will be rewarded with promotion. Item #8 (Motivation to do my job), which is third on their list of urgent needs for change, is definitely connected with the feeling of going nowhere in terms of their career.

In short, the above areas needing urgent change indicate where the UCy should concentrate its efforts in the next few years, if the institution wishes to improve its overall organizational climate and effectiveness. The university leadership needs to move fast since empirical findings demonstrate that climate exerts a significant effect on organizational performance (Roueche and Baker, 1986).

In conclusion, considerable attention has been devoted in the past decades to the definition and investigation of the notion of a college's climate, culture, atmosphere, personality or ethos (Anderson, 1982). Whatever the term utilized, a college's climate appears to be the key factor in determining its "success or failure as a place of learning" (Purkey and Smith, 1983, p. 444) and it, therefore, merits our attention.

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